

Accessibility Policy



**Fernhurst
Primary School**

Approved by:	LGB	Date: Spring 2 2025
Last reviewed on:	Spring 2 2025	
Next review due by:	Spring 2 2026	

Fernhurst Primary School Accessibility Plan

At Fernhurst Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum
2. Improving the physical environment of the school to improve accessibility
3. Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Audit of existing achievement/provision

1. PHYSICAL

Internal

- Wheelchair access via main entrance to hall and classes EYFS, Y1, Y2, Y5 and Y6
- Wheelchair access to Y3 and Y4 via platform lift.
- Audible fire alarm.
- Hall curtained to improve acoustics.
- Some specialist accommodation for 1:1 and small group work.
- Carpeted to improve acoustics.
- Hoist accessible in toilet area.
- Contrasting colour round doorways.

External

- Wheelchair access is possible to all areas but not by direct routes.
- One disabled access parking bays provided
- Accessible door entry system at entrance

2. CURRICULUM

- Continue to obtain data on future pupil population to facilitate advanced planning, liaise with local Pre-Schools
- Staff seek to remove all barriers to learning participation
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- Special arrangements made for SATS (extra time applied for, use of amanuensis)

- Parents are encouraged to discuss their children at any time
- Pupils involved in target setting and Individual provision maps
- Buddy system to support vulnerable pupils as necessary
- Lessons involve work to be done by individuals, pairs, groups or the whole class
- All pupils encouraged to take part in music, drama, forest schools and physical activities
- We aim to make school visits accessible to all pupils

Consultation on the plan

Issue draft plan for all staff to comment.

Publicise Plan

Refer to plan on the website. Ensure the full plan is available on request in a variety of formats (large print and electronic)

Implementation

Implement the plan where possible by allocating adequate resources in the financial plan

Evaluate the Plan

Consider

- Audit on the main curriculum areas
- Progressive improvement to the physical environment of the school as required
- Information for pupils available in a range of formats as required

Ensure the Future of the Accessibility Plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated service

FERNHURST PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN 2020-2023

FOCUS: ACCESS TO THE PHYSICAL ENVIRONMENT					
TARGETS	SUCCESS CRITERIA/ OUTCOMES	TASKS	PERSON RESPONSIBLE	RESOURCES, TIME, FINANCE	IMPLEMENTATION, MONITORING AND REVIEW
To provide progressive planned improvements to the physical environment of the school to improve accessibility where required	Accessibility of all areas of the school to disabled people will be improved	Ensure wheelchair access throughout building Provide external ramps for access around site Refresh painted step edgings at emergency exits Provide height adjustable furniture for specific children where required	LGB	Use building maintenance budget or capital funding.	To be installed if required by a pupil or staff member, as appropriate.
Install self-closing fire doors in hall	Pupils able to access hall area more easily	Check at H & S review	LGB	Use capital funding if this becomes a priority	Add to PDP for action when funds available
To improve the internal environment of the school to assist hearing impaired	Improved learning environment for hearing impaired	Install induction loop in hall	LGB	Use capital funding if this becomes a priority	To be installed if required by a pupil or staff member, as appropriate.

FERNHURST PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN 2020-2023

FOCUS: ACCESS TO THE CURRICULUM					
TARGETS	SUCCESS CRITERIA/ OUTCOMES	TASKS	PERSON RESPONSIBLE	RESOURCES, TIME, FINANCE	IMPLEMENTATION, MONITORING AND REVIEW
To ensure teachers and teaching assistants have the training necessary to teach and support disabled pupils	Access to the curriculum for disabled pupils is improved	Audit training needs of new staff	HT/SENDCO	Use training budget if this becomes a priority	SENCO to report during academic year
To organise classrooms so that disabled pupils can more fully participate in the school's curriculum	Access to the curriculum for disabled pupils is improved	Assess classroom for suitability etc as the need arises	HT/SENDCO/ PARENTS/ CHILD	Site Manager will move furniture where necessary.	As needed
To set suitable learning challenges	Access to the curriculum for disabled pupils is improved	Seek relevant advice to enhance curriculum	HT/SENDCO/T		As needed
To respond to pupils diverse learning needs and overcoming potential barriers	Access to the curriculum for disabled pupils is improved	Work differentiated in pace, style & content Ensure appropriate resources and equipment available	SLT		Reviewed at each of the pupil progress meetings
To ensure all pupils can access Forest School provision, as appropriate to their needs.	All pupils benefit from the provision.	Alter location of site to nearer the main entry point if required. Source hard standing to allow access if required.	FS teacher / HT / SENDCO	Use capital funding/ground maintenance budget if this becomes a priority	To be adapted / installed if required by a pupil or staff member, as appropriate.
To improve pupils' access to educational visits and travel with peers	PD pupils access same visits as able bodied peers and travel with them	Appropriate risk assessment carried out and transport for disabled used and identified	SENDCO/T		As needed

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FOCUS: PROVISION OF INFORMATION					
TARGETS	SUCCESS CRITERIA/OUTCOMES	TASKS	PERSON RESPONSIBLE	RESOURCES, TIME, FINANCE	IMPLEMENTATION, MONITORING AND REVIEW
To make written material available in different formats	Information which is available to pupils/adults who are not disabled is available to pupils/adults with disabilities	Seek advice from LEA for converting written information into alternative formats	HT/SENDCO	Use educational resources budget if this becomes a priority	As needed
Ensure staff are familiar with technology and practices developed to assist people with disabilities	As above	Seek advice from Sensory Impairment/Special Needs Advisers	HT/SENDCO	Use training budget if this becomes a priority	As needed